The International Journal for

THE EDUCATION OF THE BLIND

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A Magazine for
Teachers and Parents of Visually Handicapped Children

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THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND, INC.

"Put Yourself in Solomon's Shoes"

By Nancy Colwell, Director of Public Relations

Western Pennsylvania School for Blind Children

If it were within your power to give your school either $500,000 or a year's worth of newspaper, radio and television publicity which, by creating better public understanding of blindness, would ultimately increase the job future and life happiness potential of each of your graduates, which would you choose to give?

Think on this a moment. $500,000 is a good bit of money. You could invest it and reap a small but steady income for worthwhile projects. You could put it toward increased salaries to insure the excellence of your staff. It could be used in a lump sum for a new building or to renovate an old one. It could be spent for the latest classroom furniture and equipment. You might even place an order instead of just leafing longingly through playground supply catalogs. Any of these actions would put you in a position to say, "I have indeed accomplished something real for my school and for the betterment of the blind children in my charge."

But have you accomplished as much as if you had chosen to create better public understanding of your school's aims and the abilities of your students?

Suppose, through reading of your girls in home economics class, a utility company decided that a store demonstrator could be a blind person. Perhaps you intrigued an industrialist with pictures of your boys in machineshop—intrigued him to the point that he found a job in his plant never before performed by a blind person—one that never again need be held by a sighted one. And what about newsy stories of your ordinary school year dances, games of cards, checkers and chess, ham radio clubs, sculpturing class, plays and athletic events? Don't you think these stories would open the eyes of many people who had not bothered to think how normal blind people are? And don't you think that these same stories would go a long way toward restoring normalcy to thousands of adult newly blind? Again you could tell yourself that you had truly made a contribution on behalf of your school for your students and countless others.

Well, which would you choose? The money or the public understanding?

You needn't decide, you know. You can have both. You can have both by setting up a strong and realistic public relations program for your school.

"Public relations," I can hear you sniff. "Is that the purpose of this build up? I thought it was going to be something important!"

We believe public relations is important —that trying to do without it is as misguided as having isolationism adopted as this generation's national policy. Each day, each of us must practice, whether we recognize it as such or not, a little public relations. So why not learn more about it? Go after it instead of letting it catch up with you. Don't be content to let it nudge you gently from behind. Grab it by the horns, steer it and make it really do a job for you.

Our enthusiasm for you to actively embrace a public relations program is based on our own experience. For now, after six years of hard work and many mistakes, we find ourselves reaping financial reward, public goodwill and understanding, in quantities far beyond our most extravagant hopes.

When we began our program, to be

perfectly frank, we were after money. This was back in 1951, when the Western Pennsylvania School for Blind Children was faced with the necessity of completely renovating its existing plant, razing an ancient nursery and kindergarten building, and erecting a new one. The price tag ran into several millions of dollars. As ours is an independently owned and operated school, we get funds from only two sources: partial state support and income from endowments. The state funds were not permitted to be used for buildings or the maintenance thereof, and our endowment income looked more and more like a pigmy beside our projected costs.

What to do? Raise money, obviously. How? There was no source left but the public, and so our public relations program was born—born of our necessity to inform people of our need and convince them of our worthwhileness.

What a job we had before us! We were literally wallowing in darkness, if I may be permitted to use that controversial word. The School had been located on the corner of Bayard and Bellefield in the Oakland District of Pittsburgh since 1897 and no one knew it was there but the staff, the students and a handful of people who passed it every day on their way to the bus. Oh, yes, we did have a sign outside that said "Western Pennsylvania School for Blind Children."

Our first advice on how to publicize ourselves came from a well-known firm of experts who guided us knowingly through a series of open houses. The success of this move was immediate, and much to our consternation we found that people seemed genuinely interested in knowing more about us.

As a matter of fact, inquiries and visitors to the School became so frequent, that the following year the full-time position of Director of Public Relations was established at the School and has been in operation ever since.

Roughly, it is the duty of the Director of Public Relations to conduct an annual public campaign for funds and to keep the School moderately in the public eye throughout the year to create better public understanding.

The pattern of the annual public appeal for funds was originally devised in 1953 and, with minor modifications, is still in use. Ten days is the length of our campaign. No extra help is employed at this time and ten days of such hectic activity is as much as we can sustain and still hold the public's interest. The backbone of the appeal is a mass mailing by a professional mailing company. The mailing piece with its return arrangement is, however, of our design carefully worked out with a local printer months in advance of the actual mailing. We ourselves take an active part in selecting our mailing list from the 31 counties of Western Pennsylvania we service. As close to the campaign kick-off date as possible, posters, also of our own design, are displayed in buses and street cars in the area. Incidentally, this is done for us as a public service, and the only cost to us is a nominal labor charge. Our posters also appear in as many store windows as a few of us can reach before our soles separate from our shoes and our arches collapse. During the ten days of the campaign every effort is made for daily publicity through one or more of the public communications media. Needless to say, a schedule of newspaper space and radio and television programing is worked out well in advance, and nearly everyone has a chance to get into the act. Dr. Kloss, our Superintendent, teachers, students and Board members alike volunteer for publicity duty, and some of the natural talent we have uncovered would make even a cruise social director envious.

As a result of these efforts, people send us money. Some of these gifts are large, some are small. But we feel that each

giver is a friend of equal stature, and we thank him not only for his gift but also for being our friend.

Through this system of thanking contributors, we have built up a list of names of those who have been regular in their support of our efforts. From the beginning we had the idea that, as soon as we got our breath, we were going to do something for these people—a something from us to them in appreciation—a something with no money attached.

Last spring was the first opportunity we had to put action behind this thought. We had time. We had our list of friends, but what were we going to give them? The answer became obvious as we looked over our list and realized that these long-time friends had been giving to us on our say so. Most of them had not been to the School and had never seen what had been and was being accomplished because of their generosity. And, we felt, probably most of our friends had no accurate conception of the abilities of our children. As luck would have it, the Annual Spring

This photograph of Thomas Sweeny, 12, sixth grade pupil in the Western Pennsylvania School for Blind Children, was released through INS by the Pittsburgh Sun-Telegraph for nation-wide use, and is typical of the type of public relations material a school can use to stimulate public interest, although it depicts one of the arts in a residential school — sculpturing — which many would fail to recognize as being of sufficient newsworthiness to utilize.

Concert, an evening musicale put on by the students mainly for their parents, was just about a month away. Why not extend it to two nights and invite our friends to the "premier?" This is what we did and this is the personally typed letter we sent to each loyal supporter of the School:

"You are cordially invited to a special performance of the School for Blind Children's Annual Spring Music Concert to be held in the School's auditorium at 8:00 p.m. on Wednesday, April 10, 1957.

"This performance, a preview of that presented for parents of our students the following evening, is being offered as a token of our appreciation of your support of our School. We are very proud of our young musicians and are anxious to share their splendid accomplishments with you who have done so much to advance their education.

"We hope that you will be able to attend this concert which is being planned especially for you and will welcome any of your friends that you care to have accompany you as your guests."

Well, the evening was a success in more ways than I have room to recount. As important as anything was the students' pleasure at being asked to perform two nights. This became a real big DEAL, you see. How wonderful they looked—the boys in matching jackets and the girls in their filmy ballerina length dresses. They were indeed their own best ad, and they played as though for an angel audience. Then, too, we were happy to see our auditorium comfortably well filled, a real relief since first nights of any sort are a little in the lap of the gods. As we suspected, our guests were thrilled and amazed at the performance. If we needed justification for the evening, it was on the face of the listeners who, for the first time, were seeing for themselves a glowing and positive picture of what blind children can accomplish.

We thought our cup was full that evening, but our blessings continued to roll in for weeks in the form of letters from those who had attended, letters from those who hadn't been able to attend—all letters of thanks, all letters expressing hope that we would repeat the invitation.

The evening was a triumph for public relations. It proved to us that, just as we had established a pattern for annual asking, we should similarly establish a pattern for annual giving. This plan, now permanently adopted, was the direct outcome of our money-making efforts. Yet, you can see for yourself how it overlaps our other objective—seeking public understanding of blindness.

Before waxing wordy on the subject, I would like to point out that there are many educators of blind children who hold that striving for public understanding is not the responsibility of the school. They say that this should be left to the adult blind groups—those who must actually produce employment for our graduates.

Naturally, we realize that public education is not our prime responsibility. Our job is to give our children the finest education that we can. But do we stop thinking about them after they cross our threshold? Don't all of us sweat out that senior year and breath a sigh of relief when one of our children is settled in college or in a job that interests him? Of course, we do. Then shouldn't we accept at least some share of the responsibility for conditioning the public to accept our graduate? We feel that we should.

So, in the small way that we are able, we determinedly put our efforts with those of thousands of other workers with the blind to dispel misconceptions and implant true conceptions of how one lives, laughs, learns, loves, and works, though blind.

We acknowledge two limitations on how much we as a school can do! Keeping in mind, for instance, that our first job is to educate, we must be careful that our plans for reaching the public eye do not infringe on the student's normal schedule.

Secondly, we have set ourselves a standard of using the rule rather than the exception in order to present a completely honest picture of our children.

Beyond these two, there are no limitations. Certainly none are imposed by the public whose only problem (and, mind, it is a problem only from our point of view) is in knowing very little or nothing on the subject of blindness. Here is true virgin territory—an almost completely clean slate.

Well, what are you going to put on that slate? For those of us who work with schools the answer is almost embarrassingly easy, as there are literally hundreds of informative and enlightening new stories in the everyday activities of our students and staff.

Stories to bring about a better public concept of blindness fall generally into two groups: those which point up the sameness of interest between blind and sighted children, and those whose force comes from deliberately portraying the differences.

A study of last year's scrapbook shows that we drew heavily on school routine for stories in the first category. A large number of our clippings sprang from field trips. During the spring and fall good weather, various classes are taken to points of interest about the city that they themselves have expressed an interest in seeing. These trips have gleaned for us an intimate knowledge of police stations and fire engines. They have placed us knee deep in chickens, ducks, piglets, rabbits, puppies and kittens at the Children's Zoo. They have led us to Pittsburgh's historic Block House, the Aviary, a railroad station and an ice cream factory. We have even invaded the Court House, where I spent an uneasy quarter hour as the sixth graders treated themselves to an all-over look at a distinguished jurist's robe.

These stories provide excellent newspaper copy. They also make fine food for thought for the average person with no particular notion about blind children. Their most precious quality is their ordinariness. They depict sightless youngsters doing exactly the things that any child would like to do. Their simplicity propels the idea of normalcy to a point square between the reader's eyes.

Stories dealing with the differences between ours and sighted children are in their own way just as effective. "How does a blind child learn to write?" is a question that you have probably been asked a hundred times. Use it as a clue to many stories which will interest the uninformed. Descriptions of the Braillewriter, arithmetic slate, the algebra and geometry board and, particularly, the slate and stylus, will completely absorb your reader and heighten his respect for both your students and your teachers.

Difference between sighted and blind methods of dealing with everyday events are always good story bases. What sighted teenager who spends fully five minutes over each application of lipstick wouldn't be interested in knowing how her blind counterpart does it? How does the domestic science student measure quantities? Then, too, along the athletic line, you certainly are passing up a bet if you don't publicize the blind version of football, baseball, basketball, and track events.

One of the school's most successful news stories dealt with the training that a blind person must have to do something as simple as travel from his home to the corner drugstore. We went a step further, and pointed out to the reader in what instances a blind traveler would welcome assistance, and how to offer it without embarrassment to either party. We were thrilled by the number of letters we received thanking us for the information contained in the article. They clearly established that people generally are ready, willing, and even happy, to absorb as much

knowledge about blind people as we are able to give them.

The other fields of communication, radio, and television ,are equally valuable as trainers. The children, unless the program is along musical lines, do not lend themselves as well to radio as do staff members. There are many women's programs, for example, that are admirably suited for job stories—what it is like to teach blind children, what a housemother does at a school, the nurse, or the executive housekeeper. Television, of course, is just as good as having visitors at the School, as it gives the viewer a first-hand look at your activities. It is excellent for student participation in such things as skits, dances, or demonstrations. I would like to add that, since we have no funds budgeted for publicity, we try at all times not to impose on our friends in all these media who do their utmost to help us tell our story to the public.

The public relations program at the Western Pennsylvania School for Blind Children didn't just happen. It was envisioned by the Board of Directors and by Dr. Kloss for several years before it came into being. It has grown slowly, but it has grown strong and healthily. We have worked with it with all the anguish and pride of new parents—and, like new parents, we are enchanted with the potential we see in it. Our faith has been justified by what it has already accomplished for our School and our sightless students. We could ask nothing better for you and yours than that you reap the same rewards that have come to us through a strong public relations program.

Musicians, Take Note--and Take Heart!

By Harry J. Ditzler, Chairman
Sub-committee on Braille Music

and

Paul J. Langan, Chairman
Joint Uniform Braille Commitee

Musicians, teachers, and transcribers have looked forward expectantly to the completion of the new Braille music notation manual which Mr. Harry V. Spanner, Braille Music Secretary of the World Braille Council, has been working on for the past three years under the sponsorship of the World Council for the Welfare of the Blind. This work was undertaken upon the recommendation of the delegates from the nineteen countries represented at the International Conference on Braille Music, held in Paris in 1954. The Braille edition of the manual has now been

published in Britain and is available in this country through the American Foundation for Overseas Blind, 22 West 17th Street, New York 11, N. Y. at $2.50 per copy. Ink-print copies will also be ready for sale early in 1958 from the same source.

Though Mr. Spanner has been in constant communication with the members of the American Committee during the years of his work, it was necessary to take action upon the completion of the manual and other matters relating to Braille music. Therefore, the American Sub-committee on Braille Music met on January 6-7, 1958, at the American Foundation for the Blind in New York and, in summary, unanimously reached the following conclusions:

1. THE REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION —1956, based on the decisions reached at the International Conference on Braille Music in Paris, 1954, and compiled by H. V. Spanner, Braille Music Secretary for the World Braille Council, was accepted and recommended for adoption for use in this country, and Canada.

2. The handbook of LESSONS IN BRAILLE MUSIC, to be used in connection with the REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION, which was also written by Mr. Spanner as a guide for transcribers, was endorsed with suggestions for modifying the introductory lessons. This work has not been completed, therefore, but is expected to be published at the American Printing House for the Blind both in Braille and ink-print editions, as soon as the final copy is received.

3. The third major topic on the agenda of the meeting was the need for revising the PRIMER OF BRAILLE MUSIC and the CHART to effect conformity to the new manual and enhance the musical content of the exercises. A special group from the Committee was assigned this task, and it is expected that these publications will be announced by the American Printing House sometime later in the year, after the formal steps are taken to authorize the embossing of music notation in the revised form.

Mention was also made of the so-called "note-for-note" method which would eliminate the use of intervals in writing chords. It was decided that a realistic appraisal of this proposed innovation could only be achieved through experimentation in actual usage, which is impossible at the present time. No recommendation was made, therefore, to alter the present style of embossing music notation.

The Committee also briefly directed its discussions towards the forthcoming publication of the INTERNATIONAL CATALOGUE OF BRAILLE MUSIC which is being compiled in Paris under the sponsorship of the American Foundation for Overseas Blind. The first three volumes of the four-volume piano section of this work have been embossed and, upon completion, the catalogue will be available in the U. S. through the Louis Braille Music Institute in N. Y. at 140 W. 58th Street. Succeeding catalogues on instrumental and vocal music will be announced when published. All correspondence for this material and data to be included in annual supplements should be directed to the above agency.

The foregoing recommendations regarding the MANUAL, the HANDBOOK OF LESSONS, and the PRIMER and CHART, are to be included in the report of the parent Joint Uniform Braille Committee to the AAIB and the AAWB conventions in Vancouver and Philadelphia this summer. If these two sponsoring organizations approve the report, Braille-using musicians here and abroad can look forward to a materially improved system of embossed music notation. However, until these steps are taken for recognition and authorization, caution is expressed by the Committee against any premature use of the code by transcribers or publishers of Braille music.

APH Announces New Process for Printing Books in Small Quantities

By F. E. Davis, Superintendent

American Printing House for the Blind

On January 23, 1958, the American Printing House for the Blind, Louisville, Kentucky, completed its first hundred years of service. However, because of the usual inclement weather at this season, and because additional building construction is in process, plans for a formal celebration are being arranged for later in the year. Instead, the Board of Trustees and staff of the Printing House have taken this opportunity to announce the development of a new process of Braille printing which will make possible the reproduction of small editions at a reasonable cost, and, more important, will make available the almost unlimited choice of textbooks so badly needed in the education of blind children in the widely varying educational situations now employed in this country.

Technically, the new process utilizes the vacuum-forming of plastics, which, of course, is not new to Braille. However, instead of making the plastic sheet the end product for reading (which has many drawbacks, such as difficulty of binding the sheets, and unpleasantness to the finger), double plastic printing plates are made, similar to the metal plates used for printing books, and these master plates are then used to print small runs of a desired title. The purpose of this process is to take advantage of the work of the volunteer transcribers who make the original single, hand-transcribed paper copies. The embossed paper sheets Brailled by the transcribers are used as the masters for making plastic printing plates, plastic molds being taken of *both* sides of each sheet which are then fastened in registry with each other to form the male and female printing dies, or plates, to be used just like ordinary Braille plates for printing on paper. From there on, standard procedures for the binding of Braille books are employed.

As can be seen from the above simplified description, the effective use of the new process will require the cooperative efforts of the volunteer hand-transcribers, the schools and classes for the blind, and the Printing House. As planned, the project will work in this manner:

1. The Printing House will undertake to set up a master catalog of all hand-transcribed textbooks, similar to the catalog of hand-transcribed books carried on by the Library of Congress, but it will be limited to textbooks for the twelve elementary and secondary school grades. The public school classes and others who are now using the services of hand-transcribers will be asked to register with the Printing House all of the transcribed texts embossed by the volunteers who work for them. This information will be compiled into a master card catalog, constantly being added to at all times. It will then be possible for anyone in need of a particular textbook not in the regular APH Braille catalog to write to the Printing House to see if the book has been transcribed somewhere. If so, the Printing House can ask to borrow the copy for a limited period of time, say a week, make the plastic plates, and print off a copy or two immediately. Such plates would be permanent up to a total of 50 copies, so that future reprints can be made as needed, without having to go back to the original paper copy and make new plates. The Printing House will undertake to store the plastic plates against such requests, just

as it now does with the metal plates it produces regularly in its stereograph department.

2. Because the original embossing will be done on a volunteer basis, the cost of the plastic plates will be confined merely to the cost of making the vacuum-formed sheets, etc., which is estimated at between 15 and 20 cents, as opposed to $1.50 and above for regular metal printing plates. Printing and binding costs will, of course, be a good deal higher than regular Printing House catalog items because of the small editions of one or two copies, as opposed to the larger editions of 150 to 200 or more copies of regular printings. The end result, however, it is hoped, will be a production cost in the neighborhood of present Printing House catalog prices for larger runs on metal plates.

2. Because the actual manufacture of the books produced, as well as the plates, will be done by the Printing House, the cost of the books will be chargeable to quota accounts.

4. The use of the new process at present will be confined to the manufacture of textbooks (for the school grades only), for which there is insufficient demand to make practical their production according to usual methods.

The advantages of the new process are manifold:

a. The result of the laborious work of each transcriber who produces a single copy of a textbook can be multiplied many times, to the advantage of many children, without having to have the same book retranscribed by hand over and over again.

b. Each child in a public school class with sighted children can hope to have the same title in Braille which is used by his seeing classmates, even though the book in question may not be widely enough adopted throughout the country to make it feasible for press-printing.

c. A complete catalog of all textbooks available, either hand-transcribed or press-printed, will be available for consultation at a central source at all times.

d. Books for which a single hand-transcribed copy is available can be reproduced in a short time at a reasonable cost.

e. Advantage can be taken of the Federal funds for providing textbooks, so that the hand-transcribers can be released from the onus of re-embossing books by hand, and thereby can work towards the expansion of the catalog of books available.

f. Press-printed titles which have been dropped from the Printing House catalog can be reproduced in small quantities, if needed, if an old copy of the book can be located which is not too worn to make good plates.

In connection with the new process, it should be noted that:

1. If the original embossed paper copy is in one-side Braille, as usually is true of hand-transcribed materials, the copies printed from the plastic plates made from this copy will also be in one-side Braille.

2. The process is not designed to meet the problem of short runs of original materials in a school plant or library, since the printing and bindery machinery employed are standard, expensive equipment, and because the molding and registry of the plastic plates for printing will require considerable technical skill.

The Printing House takes pride in making the above announcement, and will be contacting the schools, classes and transcribers in the near future, looking to the setting up of the master catalog and implementation of the project as a new service in the education of blind children in the United States through the Federal Act "To Promote the Education of the Blind." It is our sincere hope that the advantages and scope of the project will be clearly patent to everyone working in behalf of the education of blind children, so that the Printing House can count on the cooperation of the transcribers and others upon which the plan depends for success.

Guidance and Vocational Counseling

By Carl J. Davis, Director of Counseling and Guidance

Perkins School for the Blind

In the United States every child is entitled to an education that will extend through high school provided that individual possesses certain abilities that will enable him to learn or progress in such a program, and provided he meets specific standards of achievement at regular stages of the program. Since the beginning of the present century there has been an ever-increasing variety of vocational programs added to the school curriculum, so that today it is possible for youth to match their particular abilities with an educational program that will span the customary twelve years of study that lead to a high school diploma. To the same extent that each man has the right to choose the occupation that is most pleasing and/or best suited to him, each youth has the same right to choose that type of educational program that he feels is most pleasing and best suited to him. This principle was stated in the following manner by the Regents Citizens Advisory Council, State of New York: "We do not mean that specialists should attempt to determine for boys and girls the answers to the educational, vocational and personal problems of boys and girls . . . Ideas basic to the guidance program, which the committee wishes to emphasize, concern the dignity of all useful work, the worth of the individual and his right to make his own decisions and, on the other hand, his obligation to assume responsibility for his own life."[1] Within the school, the obligation of school attendance, to insure utilization of services offered and to insure a basically educated general public, and the obligation of meeting standards of achievement do not affect the pupil's right to choose (*self-determination*) which vocational program he prefers provided he has the specific abilities necessary for success in that particular area. Due to the fact that some youth are incapable of estimating their abilities, we find a need for a guidance program—a program planned to make it possible for the pupil to *determine* which of the variety of vocational areas is best suited to him.

What Constitutes a Guidance Program

Guidance programs for large and small schools must be considered separately. For the purpose of considering guidance programs, a large school should be designated as one which is able to employ a staff of specialists, whereas a small school is one which due to its size cannot justifiably employ a staff of specialists.

The large school may employ:

Remedical teachers in reading, hearing, and speech

Special teachers in the education of retarded and physical handicapped

Psychological specialists in mental testing, diagnosis, counseling and psychotherapy

Guidance workers such as counselor, teacher-counselor, teacher and home visitor.

Mr. Davis, director of counseling and guidance at Perkins School for the Blind, presented a paper at the I.C.E.B.Y. Conference in Oslo, Norway, August 6, 1957, on this subject. This article was prepared by Mr. Davis for The Journal, as a condensation of his I.C.E.B.Y. manuscript.

The small school may employ a guidance counselor or one or more teacher-counselors (teachers who have time free from regular classes for guidance work.) In this situation, the guidance worker must be a caseworker in education, a truly adroit person who: may teach other subjects besides guidance classes, do some administrative work, counsel students, consult with teachers, work with parents, and may need to maintain community relationships.

Needless to say, no person can be a "master of all trades," and the guidance counselor is not an exception. In the case of either the large or the small school, the guidance counselor should be expected to be prepared to recognize all typical problems and many atypical problems. He should be expected to be capable of handling personal problems of limited severity and, even more important, he should be capable of recognizing problems that require the aid of a specialist. The latter problems should be referred to the specialist within the large school and to external sources from within the small school. I shall not list the types of problems that may exist, because their nature is implicit in the earlier listing of the types of specialists that may be employed by the large school.

I have not mentioned the role of the headmaster in the guidance program. He has an important part to play because he not only performs, particularly in the small school, as a consultant on educational planning, but in his role as disciplinarian he must know which child he may counsel and which child should be referred to a guidance specialist. Also, in this context, it should be pointed out that the principal should not be the immediate administrative superior of the guidance counselor, or a member of the guidance department, because many of the types of problems that may arise are treated best when the aura of discipline, a necessary function of the principal, has been removed from the situation.

The classroom teacher should play an important role in the guidance program. For this reason it would be best if she obtained some orientation, preferably at the university level, in order that she may make a maximum contribution. The teacher would then be prepared to not only increase her own understanding of her pupils, but she would be better able to recognize individual problems and she would be more capable of determining those which can be aided in the classroom and those which need to be referred to the guidance counselor or other personnel for additional or specialized help.

Thus, you see that the whole school program, and all the school personnel, should be involved, at least to some extent, in the guidance program. I do not mean to imply that guidance should supersede the basic educational program; rather, my intention is to show that it will improve the learning situation for the individual pupil.

How the Guidance Program Functions

The guidance program is only as good as the people working in it, and the effectiveness of those people is controlled by their understanding of the psychological, social, and educational development of children and youth. Therefore, the program is organized around the guidance counselor, a person who should have, in addition to teaching experience, adequate preparation in the areas of: child and adolescent development, abnormal and clinical psychology, mental testing and diagnosis, and instruction and supervised practice in counseling procedures. It is also desirable for the counselor to have taken courses of study in occupational analysis, and for him to have had a variety of work experience (that may be accumulated during the longer school vacation periods). If possible, he should become well acquainted with the

psychological aspects of physical disability and he should have some acquaintance with social casework procedures. The knowledge thus acquired is quite helpful with individual problems, so that provision can be made within the classroom to facilitate remedial measures that may be considered necessary.

The tools that the counselor uses are: (a) his testing procedures — mental, psychological, and aptitude tests of both the individual and group variety; and (b) the cumulative record — consisting of personal, social, familial, and educational history. The cumulative record is greatly enhanced when it is possible to have the teachers contribute to an anecdotal record — an individual file of brief descriptive reports of behavior that the teacher considers to be out of the ordinary. This wide variety of information, if maintained at a reasonable level of efficiency, will provide an immediately available up-to-date school history to which the counselor can refer whenever he is asked to consider a particular child's problem. In a small school, the continuing record makes it possible for the counselor to be constantly familiar with the developmental progress of most, and possibly of all, of the children.

Since the introduction of mental health concepts to the guidance program, the aim of guidance has been to enable youth to achieve the social and emotional maturity necessary for them to make responsible decisions. Coupled with this aim has been the principle of the hygienic approach: an approach designed to prevent the development of serious problems by recognizing them in their incipient stages before they have the opportunity to progress to a critical stage. This approach may be best described as basically preventive rather than therapeutic, and this type of guidance functions at all levels of the school program — from kindergarten through high school. The hygienic approach to guidance necessitates the involvement of all of the professional staff of the school: teachers, administrators, and specialists.

A pupil may need help from the guidance program for any of the following needs: educational planning or adjustment, vocational planning, personal or social problems, and learning difficulty. The causes for any of the foregoing may be for any one or more of the following reasons: genetic, organic, maturational, or environmental. Any of the expressed problems may be diagnosed and corrected by any one or more of the following procedures: educational or vocational counseling, personality counseling or remedial training; and any of the latter may be supplemented by psychotherapy and/or environmental manipulation.

A few years ago the National Association of Guidance Supervisors and Counselor Trainers conducted a study to determine the frequency of the major classifications of guidance problems in elementary schools (kindergarten through grade eight). The results showed that "personal emotional and social" problems were significantly present from kindergarten through grade eight while "educational" problems appeared in grades two, three, and four and became significant in grades five through eight. During these school years, occupational problems did not attain significance.[2]

This study shows the great need to have the teacher well oriented to guidance principles, becaues it tends to indicate that the personal-emotional and social problems appear earliest. If these problems can be corrected at an early stage, the educational and occupational problems that may develop later, many from the earlier problems, stand a more than fair chance of being much less intense than they would be if not treated at an early stage. That is one reason why guidance must start early. Another reason why guidance must start early is the fact that, the earlier the age at which treatment starts with such problems, the greater the prognosis for success in correcting the undesirable situation.

The foregoing is not intended to imply that the teacher should be considered a psychotherapist. Such is not the function of the teacher. However, if she is prepared to detect evidence of maladjustment in her pupils, she can be aided by the guidance counselor to structure some of her classroom program so that therapeutic benefits will result for the child who needs such assistance. Not all cases can be treated in this manner; some may need the help of the counselor's individual services and others may need more specialized treatment.

You may ask, "What are the signs that indicate that a child has a personal-emotional or social problem?" Risking the hazards inherent in generalization I could reply, "Inconsistent behavior. Behavior that is not consistent with that of the rest of his group." Yet, only the gross inconsistencies are readily observable. Many types of inconsistent behavior require that a teacher make special efforts to uncover them, but there are many aids to help her. A typical way of doing so is by comparing the child's classroom performance with the results of the mental tests and achievement tests. If a child's performance in these areas is not equivalent, then an effort should be made to determine why he does not perform equally well in these different situations. Another way is to compare classroom and playground behavior with reports of home behavior, because this type of comparison also is useful to detect the existence of a problem that may be corrected. There are many other signs that the alert teacher who is familiar with normal child development can detect within her classroom. Once a problem has been detected, it should be brought to the attention of the guidance worker so that corrective measures may be taken.

The program of the guidance class should introduce many varied topics, and it should do so in a much freer atmosphere than that of the normal classroom. Here the pupil should learn health and social topics, educational orientation, vocational orientation, and what he must first learn about himself to make suitable choices for his own future. In these classes he should learn the value of the variety of testing that is incorporated in guidance, and the meaning of test results to him in terms of helping him to assess his own abilities and limitations. In these classes he can learn the values of individual counseling for all pupils, so that he will readily take advantage of such services when making his own educational and vocational plans. The guidance classes should be considered an integral part of the student's preparation for secondary school.

In high or secondary school the emphasis of guidance is in the individual approach. By this time the adolescent has developed to the stage at which he can comfortably forsake the group in favor of an individual relationship with the guidance counselor. Each pupil should now be seen at least several times a year by the guidance counselor in order to prepare the youth to make his choice of vocation. The only need for a class at this time is to provide an opportunity to familiarize the pupils with the methods for obtaining occupational information. This is also the time for the administration of tests of ability, aptitude, and interest. When the latter data have been obtained, it is the responsibility of the counselor to interpret the results to the pupil. The most desirable mode of interpretation is that which permits the youth to understand in a meaningful manner *his* particular pattern of aptitudes, skills, and interests. To accomplish this end, the counselor needs not only a high degree of skill, but he needs to have the ability to empathize with the pupil so that he will be able to internalize a realistic picture of himself. (In this context, may I point out that today the emphasis in counseling is on the "client-centered" approach so well popularized by Carl Rogers.)[3]

The whole guidance program up to this point has been directed toward producing

youths with sufficient social-emotional maturity to be able to make responsible decisions about their vocational future. However, at this time there will be individuals who will need more intensive counseling before they have reached this developmental stage. The guidance counselor should be prepared to work with those individuals on a level that does not require a restructuring of the personality. Should a restructuring, or depth therapy, be necessary, the pupil should be referred for treatment by a counseling psychologist or a psychiatrist. When the youth has reached the point where he can make a realistic, responsible decision about his future, he should be helped to do so. The most important single feature is that the youth should make the decision; it should not be made for him. The guidance counselor bears the responsibility of providing the means by which each pupil can develop sufficient maturity to make his own decision.

Guidance in Schools for the Blind

Guidance work has developed more slowly in schools for the blind than it has in the schools for the seeing. It is of historical interest to note that the same person, Robert B. Irwin, who gave the original impetus to the development of mental tests, was the first person to introduce the position of a vocational counselor for the blind, and this occurred, not in a school for the blind, but in a private agency.[4] In the 1930's some guidance work was in progress in the schools for the blind, but completely effective programs did not develop until the present decade. Yet it has been the experience of this writer that the ratio of blind students who need individual help is greater than that of the seeing, and at all levels of the school program.

Why do so many blind pupils need help? Today we are taking a more realistic attitude in terms of the expectancies we establish for the blind person. It was not many years ago when people thought of a limited group of occupations as the primary vocational domain of the blind. (Please be aware that I present the foregoing as a generalized concept, because I know that, at the same time, there have been individuals with a more enlightened concept.) By this type of thinking the blind person was considered to be set apart from the normal group of working people, he was a member of a special class. As a consequence, our schools were unconsciously oriented toward producing people who were members of that special class. Today we have a different concept. We know that blind people can be prepared to work successfully in many diverse occupations. In fact we know they can perform a greater variety of jobs than those for which they have been given an opportunity. At the same time, when working on these jobs, they will be compared with seeing workers, not with other blind workers. The result, as I see it, is that the blind worker today needs a different concept of himself than he did formerly. Until recently the blind person was actually a member of a minority group within Society. Today he can move out of that minority group, but to do so he must have a different self-concept, a more realistic self-concept of himself in relation to seeing people. The school, particularly the residential school, can develop this self-concept, and the guidance program can play a major role in its development.

During the period of the early school years, the guidance services are provided by consultation with teachers or by individual or small group counseling. Frequently, observation is carried out by the counselor or the principal with resultant consulation and recommendations for procedure — to be carried out by the teacher or houseparent, or to be achieved by transferring individuals within groups. An important adjunct to the program at Perkins School for the Blind is the good fortune of having two specialists in speech correction who have opportunity for individual guidance with the young children.

When a blind child reaches adolescence with its awareness of approaching adulthood, the ambivalence as to whether to become a member of the minor group of traditional blind workers or to become a blind person among seeing people makes itself felt. At the present time this ambivalence is compounded by the awareness that today it is still more difficult to become a member of the latter group, although the difficulty is constantly decreasing. At this time the blind youth needs guidance, and if it is provided adequately as described earlier by guidance classes and individual counseling, the blind adolescent can develop a realistic self image that will prepare him for work among seeing people.

It is at this last stage that the guidance counselor working with blind youth has a more difficult task than the counselor working with the seeing youth. The counselor of the seeing has many prepared aids: occupational index, dictionary of occupational titles, career information kits, etc. The counselor of the blind has almost none of these. He must build up his own file of available occupations, and with a relatively small, scattered group to work from, this is not a small task. He is aware of many occupations that a blind youth can fill, but he rarely has the time or opportunity to persuade an employer to give the youth a trial. If he is fortunate, there is a state rehabilitation counselor available to handle the placement work for his graduates. Yet, although the picture is not as bright as he would like it to be, the opportunities for placement in new occupations are increasing annually, and the future for blind youth is improving constantly.

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Necrology

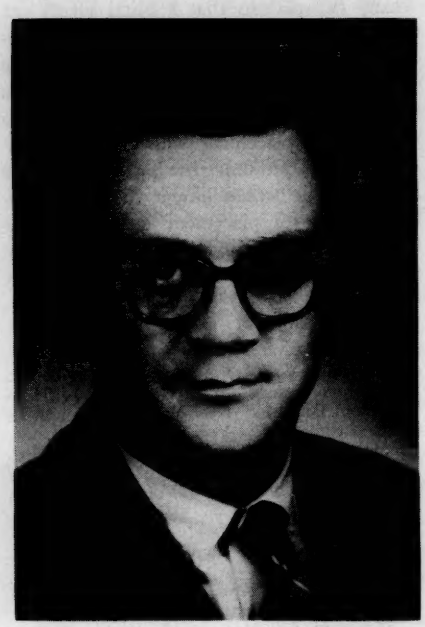
It is with sorrow that The Journal reports the death on August 31, 1957, of Mrs. Margaret Potts Purchase, Upper Montclair, New Jersey.

Thirty-three years of age, and a nationally recognized teacher of the blind, Mrs. Purchase had lived in Montclair since 1937. She received a B.A. degree from the Woman's College of the University of North Carolina, and held an M.A. degree in Special Education from the University of Wisconsin. Additionally she had done graduate work at Newark and Montclair State Teachers College, Seton Hall University, Columbia University and the University of Chicago. She was a member of Kappa Delta Pi, honorary education sorority for women.

For the past ten years, Mrs. Purchase had been teacher of the primary Braille class in Newark Public Schools, and before that taught for a year at the Connecticut School for the Blind (Oak Hill School), and for two years in the public schools of Coatesville, Pennsylvania. She had been on the Board of the Newark Chapter of the International Council for Exceptional Children, and was Chairman of the Primary Teachers section of the A.A.I.B.

In addition to her recognition as a teacher of the blind, Mrs. Purchase will be remembered as the daughter of Dr. and Mrs. P. C. Potts of the American Foundation for the Blind.

Appointment



The Board of Trustees of the American Printing House for the Blind has announced the appointment of Carson Y. Nolan, Ph.D., to the position of Director of Educational Research of the Printing House, effective January 1, 1958. Dr. Nolan succeeds Mr. Samuel C. Ashcroft who resigned September 1, 1957, to become Coordinator of the Training Program for Teachers of the Blind at George Peabody College, Nashville, Tennessee.

Dr. Nolan is 32 years of age, married, and has three children. He is a graduate of the University of Kentucky receiving his B.S. in 1949 and his M.A. in Experimental Psychology in 1950. He was granted his Ph.D. in 1953 in Experimental Psychology by Washington University, St. Louis.

Although Dr. Nolan has had no experience in the field of education of the blind, he was worked for the past seven years in the teaching and research fields as: Graduate Assistant-Instructor in Introductory and Educational Psychology at Washington University (1951-1952); Research Psychologist, Washington University (1952-1953) where he participated in planning and executing contract research in Naval Air Technical Training, including the analysis of the curriculum to determine if course material adequately prepared mechanics for jobs existing in the fleet and research in teaching techniques, instructor rating systems, and attitude measurement; Director, Personnel Research Field Unit, Personnel Research Laboratory, Air Force Personnel and Training Research Center, Forbes Air Force Base, Kansas, (1953-1956) where he supervised the construction of written performance tests, development of on-the-job training methods, manuals and methods for instructing supervisors in the use of such methods, and participated in instruction of supervisors, using the conference method. During this period he also conducted research on remedial training for delinquent airmen, job satisfaction of occupational groups, and non-commissioned officer leadership training. From 1956 to the end of 1957 he was employed as Research Scientist, Human Resources Research Office, Fort Knox, Kentucky, where he acted as Task Leader on tank maintenance research. This work consisted of a survey of maintenance problems, development of training to induce better management of tank maintenance, and research in training methods to teach inspection techniques. The above research has resulted in some ten to twelve publications of various sorts, plus a part-authorship of a small volume to be based on research done during graduate work. Dr. Nolan's military experience was as an Aerial Gunner, USAAF, 1943-1946.

A Program of Dance for Visually Handicapped Young People

A Symposium*

Some Values of a Social Dancing Program

By Beatrix Baird, Teacher of Physical Education
Maryland School for the Blind

A Dance Program for Visually Handicapped Boys and Girls? Yes, emphatically, yes. To move rhythmically is a basic need, and, in our culture, to be able to dance is a social requirement. Since we are dedicated to the task of helping our youngsters develop to their full capacity and on a par with their non-handicapped peers, I believe we are obligated to provide a dance program for them.

Folk and square dancing fall readily into a gym program, while social dancing must have an independent setting, with room for acquiring social graces. This has been working out at the Maryland School for the Blind by the Tuesday evening "dancing class." It is a most informal class with no line-up of boys and girls learning steps. Certain amenities are insisted upon. Girls wear hose and pretty dresses. The boys wear dress shirts and ties and jackets. They really spruce up for dancing class, shoes shined, nails cleaned and polished, hair gleaming and tidy. As usual, when teenagers gather, there is a huddle of girls, and some distance off a bunch of boys, with an ostentatious ignoring of the other group. We use records, and I take a girl and a boy with me when I buy them. Anyone with a record collection may bring it, and we'll use the danceable ones. Several older boys take turns running the record player. When the music starts, the group of boys begins to circulate, and the girls are asked for the dance. I circulate, too, dancing with different ones, and give individual instruction while noting shortcomings and difficulties to be coped with later on. I dance with the girls, too, and try to correct their urge to lead, or to lean.

It is the social event of the week and is to be enjoyed as such. Rules are few. A couple may not dance together for consecutive records. The boy always returns his partner to a seat or to the side of the hall at the end of the dance. A girl always accepts an invitation to dance, although she may have wished a different boy had asked her. She'll have better luck next time.

The girls are generally better dancers. They get more practice because they dance with each other in their bedrooms if there is a record player or radio. This frequently makes them hard to lead, and we work on that. We have our share of couples who appear to be fighting it out on the dance floor. We have some who show up regularly, and just as regularly hug the wall,

*Arranged by Bill English, High School Principal, Ohio State School for the Blind.

feeling they have done their duty if they have been on the dance floor with a partner for part of one record. They belong to the larger group who, despite my efforts, continue to dance three steps to the right and three steps to the left no matter what the music might be. And then suddenly to some comes the recognition of being at one with the music. Now I hear, "Miss Baird will you show me how to do that step," "Miss Baird will you teach me to waltz," or, "Miss Baird how do you swing a girl without breaking her wrist."

No one is expected to accomplish anything in any given length of time. They are there to have a good time, and they soon learn that the better they dance, the more fun they have. Our boys and girls go to teen-age canteen dances at neighborhood churches and at the Y, and, after the relaxed training in our dancing class which is not a class, are at ease wherever they find themselves.

This informal dance program may not be the answer in all situations. Certainly it works for us. There is no compulsion to participate, and the attendance is excellent. The young people learn how to move on to a dance floor, and on a dance floor. The boys learn that girls are something special, and worthy of their greatest sartorial efforts. This is evident on Sunday evenings or movie date night when sport shirts are *de rigour* and every hair is in place, extraordinary as that place frequently is. And the girls remember to be feminine, dressing up for their dates even if, on Sunday evening, that means changing into hose from extra bulky anklets.

Shall we dance?

A Program Based on Modern Dance

By Mrs. Millie Monsky, Volunteer Teacher

Kentucky School for the Blind

Modern dance, like folk dance, square dance, ballet and tap dance, offers pleasurable, vigorous, rhythmic training, recreational appeal, and sociability. Contemporary or modern dance goes further than these other types in that it may become a personal art form. The eductor uses dance for body development, grace, poise, and mental and emotional stimulation. Modern dance is particularly adaptable to the needs of the visually handicapped because it is not an iron-clad discipline imposing a stern and little varying formalism as, for example, ballet.

There is methodology to modern dance; there are techniques, but it is not first and foremost a Technique (with a capital T). Rather it is a process of using a number of "small t" techniques that are of value in helping us use *movement* as a *medium* of *expression.* Because it is free from hallowed ritualism, modern dance is useful to us.

Bearing in mind that we want to advantage ourselves of the unique opportunities the plasticity of this medium offers for

creative expression, we are able to block out the fundamentals which our students need so they can *move.* They can be outlined briefly.

1. We must learn about *movement.*
2. We must learn the different kinds of *movement.*
3. We must learn how to move directionally in *space.*
4. We must learn how *rhythm* and *tempo* are used to organize these movements and clarify their relationship to each other.
5. We must learn *pattern* and come to understand that pattern serves to unite in space to the rhythm and tempo that we find fit together so that it tells the story we want to tell.

Pupils should have an idea of what each of the fundamentals are before they can be put together and used in actual creative expression. These fundamentals could be termed the *grammar* of modern dance.

The crux of our problem is how to teach the children and keep it on an interesting fun level. Recognizing our problem dictates that our program use all possible fun, game, and musical aids to teach a vocabulary of movement. How? Perhaps a concrete example of what has worked successfully will best point the way.

In the course of a few sessions we have *balanced* on one foot and then the other. We have walked, *moving* forward in space to a simple marching tune thereby combining motion with rhythm and tempo and we have changed tempo moving fast and slow and in between. We have been caterpillars crawling on the ground and changed to butterflies flying through the air and learned about other ways of moving and the moods that vary therewith.

We have been flowers spreading our petals gratefully to the warming sun and enjoying our drowsy being, then to become alerted, freshened and gay because of a sudden shower.

We have been bouncing balls and spinning tops. We have sailed the seven seas. We have chugged over the mountain crest. We have been waddling and quacking ducks. We have been pigs and automobiles. We have been hungry rabbits hopping from cabbage to cabbage.

In the course of so being and so playing, we have learned to associate our movements with our moods and have learned the effect upon movement and mood of music of varying tempos.

After so long a time, we no longer stand mute when teacher says: "Be a little brook!" We even know how to be a Chinese checkers game or a record player.

It must be remembered that our boys and girls are visually handicapped. In order for them to learn the fundamentals —and without reliance upon visual demonstration to point the way—it has worked out in actual practice that we *live* these experiences and after experiencing them it is the teacher's job to relate them to the whole.

When we have been bridges, high and low, we have experienced how human beings have solved some of the problems nature has presented them with, and the train chugging across the bridge with the rapid water running below are all a part of a world in constant motion. As, indeed, it is! Witches sweeping cobwebs out of the sky . . . ice cream cones (our favorite kind) melting . . . big round pumpkins bobbing and rolling from side to side . . . the wind . . . haystacks waving in the wind . . . we've learned a lot about the world we live in. We've been clocks, and such ticking and tocking you have never heard. And do you know you can clap out names—any name—yours, too! Someone said, "A hole is to dig." And a horse goes clippity-clop. And elephants? And Jack in the box? And May Poles and dancers?

By these means our children acquire a large enough vocabulary so that they are able to create for themselves and have many and varied experiences.

Folk Dancing Is Fun, Too!

Laura E. Kratz, Instructor, Girls' Physical Education and Recreational Activities

Ohio State School for the Blind

Folk dancing, like other forms of rhythmic activity, has many possibilities in a school for the blind. Since there are so very many different types of dances from so many nationalities, there is a wide variety from which to choose. Even after those dances which are impractical for the blind are eliminated, the variety and number are so great that this factor is not a prohibitive one.

There are, in choosing dances, certain pitfalls to be avoided. Before using a dance, the instructor should ask, "How much vision is necessary for the use of this dance?" Many of the intricate English dances, with their elaborate floor patterns, fall into this class. Based mostly on extensions of a walk, either horizontally into a running figure or vertically into a leap, they are built into more and more elaborate floor patterns which are lost to the dancer without sight. This is not to say that none of the English dances are feasible. In fact, many of our elementary dances have their origin in England, and have become traditional with us. For instance, "Ring Around the Rosie," "Sing a Song of Sixpence," "Here We Go Loobie Lou," "Oats, Peas, Beans and Barley," and "The Muffin Man" are but a few. These simple dances should be a part of everyone's childhood. The contention here is that such dances as "Cumberland Square Eight," "The Black Nag" and others should give way to less complicated floor patterns.

The second question one might ask is this: "Are the sighted pupils available being used to the best advantage?" Placement of pupils is important to the success of a dance, in relation to the loss of contact in doing certain figures. The grand right and left of the square dance is a good example of this. Improper placement of sighted pupils may make the figure impossible, whereas a rearrangement of sighted pupils may make the figure quite possible.

One of the beauties of folk dances is that they are a folk art and are therefore of the people, based on family life. This gives us a graded choice of dances, from the smallest child to the adult. It was thus that these dances grew, rooted in the family and handed down from generation to generation. I am sure that, with an eye to the perpetuation of these dances, simpler ones were designed for the youngsters and gradually became more difficult as the skill and interests of the dancers grew. The same principle holds for visually handicapped children. A dance can be tailored to the situation, broken down, so to speak, into its simpler elements, and gradually brought up to its traditional requirements as the skill of the dancer increases. Who is to say that we cannot "walk" the dance instead of "skip" it, or that we cannot do it as partners instead of in circle formation? This is the first way to get at grading dances. The second is to take the dances by degree of difficulty.

We have more material available on a graded basis from the German, Scandinavian and early American cultures, than from any others. "The Danish Dance of Greeting," the "Kinderpolska," "Shoemaker's Dance," "Skip to My Loo," "Jolly Is the Miller," "Bleking," "The Virginia Reel" are excellent for the elementary, and the polkas, schottisches and the more advanced dances, such as "Cotton Eyed Joe," "Fedder Mikkel," "The Crested Hen," and gradations of square dances offer many possibilities for advanced pupils.

The objectives to be attained through the use of folk dances are several, and should be considered. Briefly, they are:

1. As an implement to locomotor movement.

(Folk dances are based on the fundamentals of locomotion. These are. walking, running, galloping, skipping, hopping, jumping and leaping. In a school for the blind these hold a unique place in teaching independent movement.)

2. As a means of teaching line of direction.

3. For teaching timing, phrasing and the pleasure of moving with a certain order.

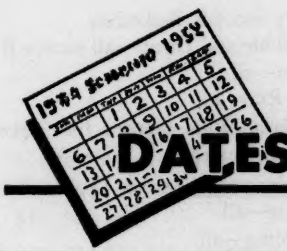
4. As a medium to understand ethnic groups, countries and customs of other people.

5. As an instrument of deportment and self-discipline.

6. As a means of self-expression, and for the sheer joy of dancing.

The student learns that folk dancing is not just a pattern learned from a book, but is a spirit caught up and danced as a fusion of his or her feelings and the heritage of the dance.

If any student has a foreign background in which folk dances have been prominent, the opportunity to display these talents should not be overlooked, after which the whole class might learn some of the patterns and movements.



DATES TO REMEMBER

1958

April 6-12—International Conference of Exceptional Children National Conference, Kansas City, Missouri.

June 22-26—AAIB 44th Biennial Convention, Washington State School for the Blind, Vancouver, Washington.

June 23-26—Institute on "The Blind Child in the Classroom," University of Denver, Denver, Colorado (in cooperation with the American Foundation for the Blind and Denver Public Schools).

June 30-July 17—Workshop on "Orientation and Mobility for Blind Children," University of Denver, Denver, Colorado (in cooperation with the American Foundation for the Blind).

July 27-Aug. 1—AAWB 32nd Convention, Philadelphia, Pennsylvania.

(Please send dates of conferences, workshops, etc., to the Editor, V. R. Carter, RFD No. 5, Muskogee, Oklahoma, for publication.)

Florida School's PE Program for the Blind

An article carried in the June 20, 1957 *Physical Education Newsletter*
(reprinted with permission of the editors)

PHYSICAL EDUCATION, at the Florida School for the Deaf and Blind, St. Augustine, Florida, is divided into two departments, writes Robert Lee Jack, Athletic Director of the Blind PE Department. By necessity, the problems of the deaf are entirely different from those of the blind.

Realizing that a good PE program must have an incentive and a definite goal to achieve its fullest potential, Florida School set up the Athlete of the Year Award. under the directorship of Mr. Jack.

How is the program implemented? It is based upon a combination method of earning Major Points through maximum proficiency in Basic Skills in the regular PE classes, and by membership on any school varsity athletic team. The Major Points earned may be combined, and when a student earns 20 Major Points he earns a Major Letter.

The Four Teaching Cycles

Four teaching Cycles of nine weeks each are used.

In the First Cycle the Basic Skills to be taught and mastered by each student to his best ability are:

FALL:

(Key: *all*—suitable for all students; *B*—suitable for blind students; *P.V.*—suitable for Partial-Visioned Students.)

1. Pullups—all
2. Pushups—all
3. Burpee—all
4. Setups—all
5. Rope Skip—all
6. Biking—all
7. Rowing—all

These first Basic Skills are mainly conditioners.

The second nine weeks' Basic Skills Cycle:

1. Foul Shooting—all except B
2. Base Running—all
3. Jump and Reach—all

WINTER:

4. Thirty-Seconds Basketball Dribble and Layup—all except B
5. Tipup—all
6. Mile Run—all

These Basic Skills prepare for Basketball and Cross Country.

Third nine weeks' Basic Cycle:

1. Skating—all
2. Tumbling—all
3. Trampoline—all
4. Weights—all
5. Basketball Throw—all
6. Softball Throw—all
7. Ladder Walk—all

These Basic Skills prepare for Trampoline, Tumbling and Tug-of-War.

Fourth nine weeks' Basic Cycle:

SPRING:

1. 50-Yard Dash—all
2. Shot—all
3. 400-Yard Dash—all
4. Triple Standing Broad Jump—all
5. Hop, Step and Jump—all
6. Standing High Jump—all
7. Standing Broad Jump—all

These Basic Skills are needed for Florida's track team.

The Minor-Major Point relationship is as follows. All testing is based on a scale of 10 Minor Points equaling one Major Point.

Example:

PULLUPS

13	Pullups:	10 Minor Points and one Major Point
12	"	9 Minor Points
11	"	8 " "
10	"	7 " "
8	"	6 " "
6	"	5 " "
4	"	4 " "
3	"	3 " "
2	"	2 " "
1	"	1 " "

SHOT

32	feet:	10 Minor Points and one Major Point
30	"	9 Minor Points
28	"	8 " "
26	"	7 " "
24	"	6 " "
20	"	5 " "
18	"	4 " "
15	"	3 " "
10	"	2 " "
5	"	1 " "

Winning A Major Letter

A student can win a Major Letter in this way, Mr. Jack says:

During the first nine weeks, the student does 13 Pullups for one Major Point, 15 Burpees of eight counts for one Major Point, 24 Setups for one Major Point, Rowing 36 strokes for nine Minor Points and one Major Point for Biking one mile in three minutes. The student would have earned 69 Minor Points and six Major Points.

During the second Basic Cycle the student earned Major Points in Base Running, Tipup and Jump and Reach, and six Minor Points in Foul Shooting plus five Minor Points in 30-second Basketball Dribble, seven Minor Points in the Mile Run. If he were also on the Cross Country team and Basketball teams, he would have earned three Major Points for membership on each team.

Thus, at the end of the second Cycle he would have earned 117 Minor Points, 15 Major Points.

At each testing period, the total Minor Points are posted. The students having the highest number are in the Top Ten, which is similar to Football and Basketball team ratings. At the end of the year the student having the highest number of Minor Points is the winner of the Athlete of the Year Award Trophy, which represents excellence in PE and membership on school teams.

Classes and Grades

Class periods at Florida School are 45 minutes and held daily five times a week —plus one hour or more three or four afternoons a week to train teams for competitive sports and general recreation and games.

The average class schedule is as follows:

Dress—five minutes

Exercise and Rhythms—ten minutes

Practice Basic Skills—fifteen minutes

Games—eight minutes

Dress, Shower—seven minutes

The system of using squad leaders and squad work is actively practiced at Florida School.

Grades 1-3 are the Beginning Blind Boy's PE, consisting of conditioning by walking, running in a cleared area, tumbling, trampolining and learning to travel in a group around the school and neighbor hood. Games and beginning group exercises are taught, also. It is at this level, Mr. Jack says, that the loyalty and confidence of the students are won.

Grades 4-7 (Intermediate Class) and *Grades 8-12* (Advanced) are graded and taught on the four Basic Cyles of Basic Skills, and are rated on the Minor and Major Point system.

Basic Problems In The Blind Program

Establishing Self-Confidence

"I attempt to do this," Mr. Jack explains, "by entering my athletes in any public-school competition where I feel they could represent themselves and their school satisfactorily, whether they win or lose. The important thing for them is to try, to hold their heads high and to do their best. Recently, in the St. Augustine City Track Meet, our Blind relay team finished second. In the 100-yard dash, I had three excellent sprinters who finished 4th, 5th and 6th—all less than three feet behind the winner who ran the distance in 10:6 seconds. I was proud of my athletes and the public-school boys respect our boys . . . there is no pity for a fellow who is beating you!"

Orientation

Orientation is a problem at Florida School, particularly in making the PE program clear to the students. It requires long-range planning, repeated classroom meetings, discussions, slow teaching of techniques, practice—and doing the same things over and over again. "Remember," says Mr. Jack, "we will have these boys twelve years. Each year the confidence grows with each small victory or small success."

Handicaps

A boy's handicap can often be minimized by a positive approach to his problem. Partial-visioned students at Florida School do as well as public-shool children, Mr. Jack feels. By using squad work, he can teach the totally blind groups while the squad leaders are directing the others or playing a game.

The PE program at Florida School works because it is planned carefully, explained, taught and tested carefully, corrected painstakingly. Further, as anyone who has watched the program in action knows, Mr. Jack *believes* in it, and his students know it.

The Blind PE "F" Club

One motivating device that has been used sucessfully at Florida is the formation of a PE club. This club has two purposes: (a) to help those less fortunate than the blind boys at Florida, and (b) to plan tours, recreational activities and, by suggestions, to improve the PE program itself.

In addition to these activities, the "F" Club is sponsoring the Bangkok School for the Blind in Bangkok, Thailand, one of the neediest schools in the world. One half of the Club dues goes to this project, as well as toys, games, clothes and a letter-writing program. The Club has already sent its foster school a large package this year.

Interscholastic Athletics

How do these visually handicapped boys make out in interscholastic competition with other blind teams as well as neighboring, normal-visioned, public-school teams?

This year, the Florida Blind Devils have had two partial-visioned students on the Deaf Football team. There were 17 boys on the Devils' Basketball team, playing "B" teams in the neighboring areas. Florida School had an excellent tumbling team, a Tug-o-War squad that was undefeated, a Table Tennis tournament for partial-visioned students and a Track team, the best Florida School has ever assembled, that won the annual meet with Louisiana and Mississippi Schools for the Blind.

Florida School also had a student finish ninth and one 15th in the St. Augustine Annual Cross Country Run of 2½ miles against 42 runners from the public schools.

Wrestling in the Life Of a Blind Boy*

By Charles Buell, Ed.D., Director of Physical Education

California School for the Blind

Wrestling can and does play an important part in the life of a blind boy. This is a sport in which he competes on equal terms with high school and college boys with normal vision. It gives a blind person confidence when he wins without favors being given him. There are many other advantages of this ancient sport. Everyone who has had contact with a blind boy before and after he has wrestled interscholastically realizes that the sport has made possible a new outlook on life.

Since Dr. Neal Quimby introduced interscholastic wrestling at the Overbrook School for the Blind twenty-seven years ago[1], approximately, 700 boys in thirty-three schools for the blind have competed against public high schools. Only since World War II has the program become really widespread. This year, about 500 visually handicapped boys competed against opponents with normal vision, and at least 15 of them were wrestling on the college or university level. In twenty years, perhaps 80 or 90 blind boys have done some collegiate wrestling.

With this brief overview in mind, the writer wishes to select two blind boys who have wrestled in high school and college and trace their progress through school in some detail. Paul Tapia and Bill Schmidt are representative of many others who have been influenced by wrestling and who have accomplished just as much or even more in life.

Paul Tapia Has Varied Talents

One day in 1943, at the age of eleven, Paul Tapia picked up a cylindrical object and pulled a pin at the end. The resulting blast knocked him unconscious and burned off his clothes. When Paul again became conscious, he noticed that he could see only sunlight. Somehow he managed to reach the nearby highway and was transported to a hospital in Santa Fe, New Mexico. Here began a fight between life and death. For over twenty days Paul was unable to comprehend anything or recognize anyone. A series of operations was performed in which skin was grafted to insure complete movement of the left arm. Later several eye operations were performed. However, one eye was lost and vision in the other was below one-tenth normal.

After much coaxing on his mother's part, Paul was persuaded to attend the New Mexico School for the Visually Handicapped at Alamagordo. It was not long before he became adjusted to life at the school. Paul became very interested in scouting but had to participate as a Lone Scout for two years until a troop was organized at the school. He moved up through the ranks rapidly and was chosen

*The writer is indebted to Dr. Neal Quimby, Superintendent of the New Mexico School for the Visually Handicapped, for gathering some of the material for this article.

to represent his troop at the International Scout Jamboree at Valley Forge, Pennsylvania, in 1950. A year later Paul qualified as an Eagle Scout. Later he participated in the Explorer Program and earned the Silver Award. During the summers of 1951, 1952, and 1953, he served as a staff member of the Philmont Scout Ranch. Of scouting Paul says, "The scouting program has done much for me. My attitudes toward all school activities and toward life were developed and established on the basis of scouting ideals." While in school Paul demonstrated strong leadership and practiced his scouting ideals so that he was seldom a problem in any way.

Paul Tapia is a fairly religious boy. He attends church regularly and teaches Sunday School. On the other hand, he is not fanatical in this way.

Another side of Paul's life was music. With no more than average ability, but with plenty of purposeful determination, he attained a focal place in the school orchestra, and was pacesetter for the tenor section of the senior chorus. His diligence enabled him to appear as a saxophone soloist both in school and on extramural programs. He was a key member of an extracurricular boys' glee club.

Although only an average student, Paul worked very hard and conscientiously at his studies to compile a creditable academic record. This was possible, in spite of the fact that he was practicing wrestling for an hour-and-a-half every afternoon. In addition, he and some of the other boys arose at six in the morning to do a little exercising on their own.

In 1945, Paul started wrestling in the 103-pound class. Eight years later he graduated, having won 65 matches with no losses. In 1949, he won the basketball throw in the National Meet, and in 1952 he placed first in the rope climb and shot-put.

During his freshman year at the University of New Mexico, Paul carried on some musical activities, as he was not eligible for athletic competition. As a sophomore, Paul was eager to go out for the wrestling team, but he found none existed. However, with no coaching and only mediocre competition for practice, Paul Tapia took third place in the Skyline Conference in 1954. For his efforts, the University of New Mexico awarded its first wrestling letter, and it went to a blind man. By the next year a team had been formed, and Paul won four matches by falls and lost none. This was done in spite of injuries. He so impressed his coaches that an athletic scholarship was awarded to him in his final year of competition. He was elected captain of the team and won seven out of eight matches. Paul was never pinned in his entire wrestling career.

Paul Tapia is grateful to Dr. Neal Quimby for introducing him to wrestling. It has played a very important role in his life. He once expressed himself this way, "My high school and college wrestling, with its ups and downs, has come to an end. I did not have quite enough to be a collegiate champion, but I learned a lesson —the lesson of life. In life, as in wrestling, you meet your odds and you learn to overcome them. If you are defeated, you bounce right back and do your best to achieve victory the next time. Personality and character traits developed in wrestling are confidence, determination, persistence, discipline, and respect for an opponent's ability—all of which are essential qualities in some degree in each individual's pattern or philosophy of life. No sport excels wrestling as a builder of total physical fitness. This sport serves to develop desirable character traits, a healthy body and a sound mind."

This year Paul Tapia began teaching physical education at the New Mexico School for the Visually Handicapped. In fact, Dr. Neal Quimby has relinquished the head coaching position in wrestling to him. With a background such as Paul has been able to build, his success in teaching seems assured.

Bill Schmidt Perseveres

When the writer introduced wrestling at the California School for the Blind in 1946, Bill Schmidt, a 7th grade student, was one of the candidates for the team, and not a very promising one for the first two years. In his first match Bill was pinned in a minute-and-a-half. After two years, Bill's record was three won and eleven lost. The important thing here is that he had encouragement from the coach and an ability to persevere. He did not give up, and in the 9th grade Bill won as many as he lost. The next year he really blossomed out with 12 victories in 14 outings, including a novice tournament championship.

When Bill entered Technical High School in Oakland, California, he and two other blind boys gave a wrestling demonstration before the student body. As a result, the school organized a wrestling team. Bill lost only one match in two years and won City Championships in 1951 and 1952.

Of his high school experience Bill says, "Wrestling helped me in making many acquaintances. I also believe that through the sport I gained a degree of poise and self-confidence which benefited me, not only in high school, but in later years as well. I feel that my teammates and school friends accepted me as an equal."

Before continuing Bill's program in wrestling, it might be well to mention that this was only part of his life, though an important part. In academic work he was maintaining a "B" average. Bill has attended church regularly through the years. In two years of scouting, he earned first-class rank and some merit badges. Bill served a year as den chief in the Cub Scout Program. Here he showed leadership and a love of younger children that was destined to aid him in later life. Entirely separate from his school activities was a series of public tumbling demonstrations performed with his brother and "Strong Man" Jim Payne. In addition to his athletic skills, this sightless boy was a proficient carpenter and mechanic. He could make or fix a great variety of things. Even the family car responded to his skill.

At San Francisco State College, Bill compiled a dual meet record of 14 won and 6 lost in three years of intercollegiate wrestling. The high point of his career occurred in March, 1955, when he won a second place medal in the Far Western A.A.U. Tournament in which all the best college and club wrestlers of the region compete. He lost only to that perennial national champion, "Doc" Melvin Northrup, who took up wrestling to keep from becoming a cripple.

In college, Bill made an excellent academic record and did his practice teaching in the 8th grade of a public school.[2] He worked with a class of boys and girls with normal vision by organizing committees to aid him in tasks, such as blackboard work, which could not be performed by a sightless teacher. Bill was able to successfully meet this difficult challenge because of his good personality and fine character, both of which had been partly developed through participation in competitive athletics.

Upon graduation from college, the Temple City Public Schools employed Bill to teach the 8th grade. This was the first opportunity for a blind college student to become a regular teacher in the public schools of California. If he succeeded, others would likely be hired. If he failed, this door might not be opened again for years. Bill was successful, aided in part by his experience in athletics. Today six other blind teachers are employed in the public schools of the state. Now in his third year of teaching, Bill again finds himself busy with such activities as filling out report cards, preparing for a television program, attending an education conference, and carrying five university credits. Though blind, he is not different from any

other teacher.

Bill had to work long, hard hours to gain success in wrestling. This lesson in perseverance has made it possible for him to succeed in his life work. Wrestling has played an important role in making Bill Schmidt what he is today.

Conclusion

Much more effort is required to develop a wrestling team in a school for the blind than in a public high school. More time is required to teach visually handicapped boys to wrestle well, and they usually need more exercise to attain par in physical fitness. It is common for schools for the blind, with 20 to 60 boys over twelve years of age, to compete with high schools enrolling 300 to more than a 1,000 boys. The unusual efforts required of a wrestling team in a school for the blind need the encouragement and support of every pupil and staff member. These efforts result in the development of more competent blind boys who are better prepared to enter adult life.

1. Charles Buell, Sports for the Blind. New York: American Foundation for the Blind, 1947, p. 80.
2. R. A. Owens, "Our Student Teacher Was Blind," New Outlook for the Blind, September, 1955. pp. 264-267.

Book Reviews

BLINDNESS IN CHILDREN by Miriam Norris, Patricia J. Spaulding and Fern H. Brodie. Chicago, Ill.: The University of Chicago Press, 1957. xv, 173 pages. $3.00.

Reviewed by Berthold Lowenfeld, Ph.D., Superintendent, California School for the Blind.

Blindness in Children is a report of a study which was expected impatiently and eagerly by professional workers in the field of preschool education of blind children. The University of Chicago clinics became interested in the development of preschool blind children in 1942 and, with the aid of various foundations, began a formal five-year research project in 1949. The research was carried on by a team of medical specialists, psychologists and social workers with Miss Miriam Norris as Associate Director of the project. The population of the study consisted of 295 blind preschool children of whom 209 were blind as a result of retrolental fibroplasia and the rest from other causes. Sixty-six children constituted an intensive study group and of these 56 had retrolental fibroplasia. The study was designed as a longitudinal study and focused on the functioning of the child in relation to his total environment. It had a two-fold objective: (1) To establish developmental norms more accurate than those already existing which could serve as a basis for clinical evaluation and social and educational recommendations; (2) To gain a better understanding of the development of the blind child and those factors which promote or retard his growth.

The first part of the book (pages 16 to 67) deals with the analysis and interpretation of the psychological tests. The Cattell Infant Intelligence Scale supplemented by certain items from the Kuhlmann Scale of Intelligence, and the Maxfield-Fjeld Tentative Adaptation of the Vineland Social Maturity Scale were used with children up to 3 years, and the Interim Hayes-Binet Intelligence Scale for the Blind was used with children above the three-year level. Detailed item-analyses are reported for the Cattell and for the Maxfield-Fjeld Scales.

To this reviewer, the interpretations of

the findings were much more fascinating as well as convincing than the statistical treatment of the data. One is tempted to quote verbatim many of the observations and results of the study. There is a wide area in which they are in agreement with current thought and good practice. For instance, in the following statements: "In the experience of the project staff, any expectation that a psychological test result in itself could be regarded as a valid measure either of a child's capacity or of his functioning level proved unfounded." This conclusion is supported by the wide variability of functioning level observed in the individual child at different times during the study. Similar variations were found in scores on the intelligence tests and there was no consistent trend in the direction of these variations. However, the project staff reports "that the higher ratings are almost without exception more valid indicators of the child's potentialities than the lower scores." Related to these findings is the following: "The use of numerical scores and concepts, such as mental age and intelligence quotient or social age and social quotient, has been found of limited value in understanding the capacity of a blind child." These should be most valuable authoritative answers for all those—laymen and professionals—who still expect test results to give pat answers or who base decisions on them.

In discussing the results of the tests, the authors distinguish wisely between items which are failed because of the child's lack of experience with specific tasks and those which are failed because of the child's inability to perform them. They recommend that the child should be given opportunity to acquaint himself with unfamiliar materials or tasks because his initial failure may indicate only his need for appropriate new experiences. It is their opinion that "Quick mastery of new skills with which the blind child has had no previous experiences indicates that he has the capacity to learn and develop." They stress the importance of readiness, and the results of the study suggest "that the more time that elapses between the time of optimum readiness and the time when the opportunity for learning is provided, the greater the difficulties in learning become."

According to the report, the development of gross motor activity and free exploration of the environment are prerequisites for acquiring skill in fine motor coordination and for success in grasping spatial relationships, the latter developing spontaneously though often delayed as compared with seeing children. Opportunities for early motor development and spatial experiences appear also to be important for the child's future skill in mobility.

There are a few statements in the report which run somewhat contrary to past experiences and thoughts. For instance, the authors do not find that the lack of visual imitation has an influence on the development of speech. They conclude: "Failure in the speech area appears to be affected by the nature of the child's relationships with other people and the lowered level of parental expectations rather than by lack of sight in itself." Other investigators have found that blind children tend to achieve substantially lower social maturity ratings and also are more passive and less self-reliant than seeing children of corresponding age. The social maturity findings may be explained by the fact that young blind children usually move about only in a limited area. A great deal depends upon how much opportunity they are given to become familiar with, and secure in, this limited area. This may very well be more important than the degree of vision.

The general conclusions of the study can be summed up by stating that, under favorable conditions, the blind child can develop as well as the seeing child and that retrolental fibroplasia does not appear to be associated with either a specific or a

generalized brain defect. The importance of "favorable conditions" leads naturally to a recognition of the role which the family plays in the child's life and of the need for favorable opportunities for learning from the earliest age on. There is one sentence in the Conclusions with which, I believe, many will take issue: "There are no special problems or 'handicaps' which can be attributed directly to the blindness." This statement unrealistically minimizes the effects of blindness but fortunately this is not the tenor of the report as a whole. There can be no argument with the immediately following sentence: "The tendency to assume that developmental problems which the child may show are caused directly by his blindness obscures an understanding of the nature and treatment of these problems."

To this reviewer, it also appears that the authors make far too much of their distinction between "opportunities for learning" in contrast to "stimulation." No educator in his right mind will think of stimulation as "doing something *to* the child." This meaning of stimulation is taken from the psychological laboratory and is not commonly used in educational practice. Surely "opportunities" are just as much selected by those around the young child as stimulating experiences are, and both of them will be useful to the child only if they are age- and blindness-adequate and meet the child's individual needs. Those who speak in terms of "providing stimulating experiences" and those who call this giving "opportunities for learning" are not far apart, unless one assumes that the former know nothing about child development, readiness, motivation, and the effects of blindness and the latter "know it all."

If this reviewer found it difficult to give some idea of the broad scope of the findings of the study without actually quoting the whole book, he finds it impossible to give anything but a cursory description of the rest of the book which is taken up by a sensitive and insightful presentation of six case histories The first two describe Jean and Peter who "may be considered as functioning well in relation to their capacity." Marie, the third child, developed serious problems after a good start because her situation became unfavorable. The fourth child, Paula, was considered "a case of arrested development" while the last two children presented severe developmental problems. The adjustment of these six boys and girls ranged thus from very favorable to very unfavorable and their case histories should provide rich material for discussion and study groups.

It seems to this reviewer that all those who took part in the study, and particularly the authors of the report, have made a most valuable contribution to our field, scientifically as well as from a practical point of view. They have fulfilled most, if not all, of the expectations which were aroused by some interim and advance reports of the study. Their book should be read with great profit by all professional workers in our field, as well as by those in related fields. Parents whose reading interest extends to the publications of Gesell and his associates will also find this a stimulating and enriching opus.

HANDBOOK FOR SCHOOL TEACHERS OF THE BLIND. Bristol, England: College of Teachers of the Blind, 1957. Reviewed by Paul J. Langan, Consultant on the Far East, American Foundation for Overseas Blind; formerly, Superintendent, Kentucky School for the Blind.*

Only in England could such a book as the HANDBOOK FOR SCHOOL TEACHERS OF THE BLIND be published. Not a single contributor is credited by name in the 287 pages of this very concise and definitive manual of teaching methods and techniques. The work is a compilation of

*This book review is being printed simultaneously in the March, 1958, issue of The New Outlook for the Blind.

articles, most of which have already been published as separate pamphlets since 1950. This does not in the least detract from the originality of the book as the reader might suspect, for the individual chapters have not generally been available in this country. The material is, therefore, all new to teachers and workers in this country and presented in a logical sequence for the newcomer to the field.

The HANDBOOK FOR SCHOOL TEACHERS OF THE BLIND is published by the College of Teachers of the Blind in Bristol, England. American teachers will be surprised to learn of this unique professional organization which is not a college at all, in the sense we use the term in this country. Even in a broad sense it cannot be compared to our American Association of Instructors of the Blind, which requires only a monetary fee for membership. In England teachers of blind children must "stand" for examinations to be certified as qualified for their positions after completing prescribed courses prepared by the College of Teachers. This requirement must be met even by accredited public school teachers entering the field for the first time, and places a premium and added prestige upon the persons meeting the standards of a special teacher for the blind.

The material contained in the thirteen chapters covers a wide range of information to better acquaint the new teacher for her task. Such a guide has long been felt to be of real need for the proper introduction of teachers in this country who are, for the first time, facing a classroom of blind students. Though we have a large store of highly professional literature on the various phases and problems of this special field of education, no such basic manual is available to indoctrinate the young teacher who has many concerns over the challenge of her new assignment. The answers to many of her questions will be found in this HANDBOOK and will bring considerable relief to the beginning teacher. The children placed in her care will suffer less from unplanned experimentation by the conventional trial and error method upon which most untrained teachers must depend to get over their first weeks of determining the abilities of children without sight.

As the authors state, however, "each chapter aims at painting an inclusive picture of all the main trends of thought and practice, rather than giving the impression that it was an authoritative outline of the 'only way.' " This objective is followed religiously throughout the text in all such controversial methods or techniques. In the chapter on teaching Braille, for example, the authors explain in detail the four principal methods of approach for introducing Braille for the first time to a young student. And again, in the chapter on arithmetic, such a frank admission as "it probably matters little which of these methods a child learns provided he is carefully taught" will be welcome advice to school administrators as well as teachers, who have for years had to face the set and confirmed opinions of the older pioneers in the field who could only advocate the hard and straight line of the core curriculum.

An interesting observation in the chapter on handwork in the primary classes will probably cause some raised eyebrows among the teachers here who have long followed stereotyped patterns of instruction in the time-worn "arts" of weaving, bead and button work. During these early years it is recognized that the blind child learns through experience and experiment and "will want to use his knowledge to make things which will give reality to his world of make-believe." The authors caution the teacher here by suggesting that she "must not interfere with spontaneous efforts or 'improve upon' or re-model his work, no matter how crude." The chapter continues with very helpful projects listed by age groups, together with a list of materials to be used and detailed instruc-

tions for teaching certain hobbies and crafts.

Succeeding chapters on Out of School Duties, Social Studies, Physical Education, and Apparatus and Books will all be familiar to most experienced teachers of blind children in American schools and classes. This section, however, will present the new teacher in a departmentalized program a well-rounded description of the over-all schedule to which the student is exposed when he is away from her class. The closing chapters on The Psychology of Blindness and The Eye will prove most helpful to those teachers already in the field who have never had courses in these essential areas of difference between blind and sighted students. Likewise, no new teacher should be permitted to enter a classroom of blind children without first having some elementary knowledge of the physiology of the eye and the diseases of high incidence, as well as an understanding of the psychological aspects of a child who must live in a sighted world without being able to see it. The final chapter of the book which deals with History and Legislation will be of cursory interest in this country by the way of comparison with the attitudes in our state programs toward the provisions made for the education of blind children.

The HANDBOOK FOR SCHOOL TEACHERS OF THE BLIIND should find a wide range of readers and warm acceptance in the field of special education in this country. School administrators, too, will find the book stimulating and it may well give rise to the long neglected need for a program of exchange teachers in our field of educating blind children. Those who read this manual will certainly be impressed with the standards of qualification established by the College of Teachers for the better preparation and certification of those who want to become teachers of the blind. Some few may look upon the articles and wonder if this is not what any good teacher ought to be. As the authors conclude, "Well, perhaps the reader is right! Perhaps all that is needed in schools for the blind is—just Good Teachers!"

TO PUT IT BRIEFLY

News and Views from the Field

Journalistic adage: "Be brisk, be brief, be bright, be right!"

The Education section of the 1954 A.A.W.B. Convention in Houston, Texas, included a paper entitled "Where Shall Blind Children Be Educated?" In this, the writer stated that residential schools often carry on first-rate educational programs, but that their public relations are frequently only third-rate. Currently, superintendents of residential schools are much more aware of the need of informing people of their schools' curricular and other opportunities. It is paying off, too. Dividends take the pleasant form of better understanding between general public and schools, as well as between agencies serving the blind.

School heads have taken the attitude that they are completely unashamed of their up-to-date schools. Although they are constantly striving for even further improvements (as is evidence by the present Committee on Standards and Evaluation) they are, without hesitation, telling people *why* and *how* residential school offerings can

give the blind child a superior education by today's general standards, without drawing one unfavorable comparison or pointing the critical finger at any other program. Josef G. Cauffman, Principal of the Overbrook School for the Blind in Philadelphia, gives a good example of *positive* public relations in *The Towers* publication of November, 1957. It is brief, so let us quote it verbatim:

The Plus Factor

"The primary aim of special education, as anyone engaged in the field knows, is to equip students to lead normal lives and prepare themselves to fit into modern society. Yet the simple acquisition of an academic education does not even remotely achieve that goal, for it is the plus factors which enable students without sight to participate in modern community activities and enrich their personal life through experiences.

"To enumerate all of the plus factors would exhaust our space. To name a few: *Music,* for it feeds the life of the spirit and is the language of the heart. *Instrumental ensemble, piano, organ, chorus* — all make for community acceptance. *Home economics* — for it trains the girl to be a housewife — a knowledge of *foods, clothing, crafts, home making* — makes her efficient. *Industrial arts* for the boys enable them to choose a vocation which may lead to complete or partial self-support — *general shop, industrial arts, vocational arts* prepare them for definite trade or shop employment. A complete *medical* and *dietetic service* must be provided, for the blind are often frail in health, and difficult to train in proper eating habits. *Doctors, nurses, dentists, ophthalmologists, dietitians, psychologists,* and many *clinicians* are required to provide health service which help the child to grow strong and vigorous. *Physical education* for all, *swimming, bowling, track, wrestling, playground experience,* some competition in *athletics* — all provide him with typical American experiences. *Business education* and *stand training,* a *social life* full and rich, *dancing, games, concerts, parties* must also be part and parcel of his social development.

"Important as are the 3 R's, no blind person can claim to be a typical American who has not had the same background as those who possess all five senses. The plus factors in education today are not only a recognized part of all education, but are a necessity for the handicapped."

Joseph G. Cauffman, Principal
Overbrook School for the Blind

Mr. Cauffman's relatively large school can offer many refinements. But what about the small state-supported schools with lower per capital operating funds? In addition to the all important 3 R's and state required courses, which most schools *could* stop with, we know of schools, including one with only 80 pupils (20 in high school), which offer enrichments such as physics, biology, advanced mathmatics, Spanish, music theory, pipe organ, band and mixed chorus, piano tuning and repair, stock farming, etc. These are the "plus factors" which most schools hope to enlarge and improve upon. Is it bragging when such publicity is disseminated? I rather think not. It is telling the public true facts it is entitled to know as long as its tax and donated dollars support these schools. For more on the subject, read Miss Nancy Colwell's article in this issue, and "put *yourself* in Solomon's shoes!"

Speaking of a "plus factor" in one school's curriculum, we recently received the following short article which shows what can be done with some planning, foresight, and cooperation:

Adult Training in Radio and Television

There has been a long-time need for expansion in vocational opportunities for the visually impaired. We at the Tennessee School for the Blind, are now endeavoring to meet this need by offering a course in radio and television. This is a field in which competition is keen, but one in which blind workers have proved they can be sucessful.

This adult program of training in radio and television was established as a cooperative venture with the Rehabilitation for the Blind. It can serve trainees sponsored by either the Rehabilitation for the Blind or General Rehabilitation from Tennessee and the neighboring states.

For many years the blind and partially sighted of this area have been stumbling along trying to find an entrance into the radio and television field without adequate available training. The program of radio and television training established in 1953 at the Tennessee School for the Blind has opened the door to those who seek it. For the first time in Tennessee, the blind can look confidently toward the future with a hope of successfully entering and following their chosen trade of radio and television. Along with the realization of having achieved this hope of successful employment comes the peace and contentment of self-sufficiency and independence. Our forefathers fought for independence, and so do our blind adults who choose to prepare themselves for a useful place in our present-day economy.

This training program has been in operation long enough for us to realize that it has great potentials for those who have foresight and courage enough to accept the challenges that it holds.

This training is composed of the fundamentals of radio and television and practical shop experience on standard commercial radio and television sets. The trainee learns by doing, and his doing is supplemented by adequate training in the related technical phases of his trade. He is given related training in such fields as science, mathematics, business techniques and principles, public relations, and many other fields which give him a feeling of security when he enters his trade as a full-time paid employee, or if he goes into business for himself.

For additional information about our course, please write to:

E. J. Wood, Superintendent
Tennessee School for the Blind
115 Stewart's Ferry Road
Nashville 14, Tennessee

Convention Highlights

During the early 1940's, many a young American male opened an official looking envelope with a sinking feeling as he saw that familiar first word, "Greetings:". There always followed a rather compelling invitation to join Uncle Sam's armed forces. Today, we take pleasure in reproducing below an official letter which starts with that same friendly word, "Greetings," but which offers a much happier prospect for those who take heed.

STATE OF WASHINGTON
Executive Department
Olympia

GREETINGS:

I am very happy to extend a welcome from the citizens of the State of Washington to delegates of the American Association of Instrutors of the Blind who will be meeting in Vancouver, Washington, in June.

We are quite proud of the natural resources and the community friendliness

which are trademarks of this state and of the Pacific Northwest. I hope you will have time in your busy schedule to take advantage of the recreational facilities the Vancouver area offers.

We are proud of our institutional program for the blind in Washington. But we realize that we must never slow down in our efforts to improve that program. Your convention will spotlight an area in which our citizens combine their interest and cooperation in doing an important job.

Sincerely,

Albert D. Rosellini
Governor

The 44th Biennial Convention of the American Association of Instructors of the Blind will be held at the Washington State School for the Blind, Vancouver, Washington, June 22-26, 1958.

There will be nine general sessions and five workshop sessions during the convention. Miss Dorothy Misbach, Consultant in Education of the Visually Handicapped, California Department of Education, will coordinate the twenty-three workshops which include: Homemaking and Related Arts and Crafts, Houseparents, Commercial Arts, Industrial Arts, Language Arts, Library Science, Mathematics, Piano Technicians, Science, Social Studies for grades 4-6, Social Studies for Junior and Senior High School Classes, Kindergarten, The Multiple Handicapped, Music, Physical Education, Pre-School, Primary Grades, Principals' Division, Sight Conservation, Slow Learner and Retarded Blind Child, and Superintendents.

Mr. Charles Woodcock, Principal of the Oregon School for the Blind, is in charge of exhibits for the convention.

The program for the general sessions will include a panel, *The Pre-School Blind Child*; a talk, *Trends in Education*, by an outstanding speaker from the field of education; and *Vocational Opportunities for the Blind*, presented by a panel of successful blind people from various fields. There will also be a number of reports including one on the Conference of Educators of Blind Youth held in Oslo, Norway in 1957, and others by representatives of other organizations working with and for the blind. There will be reports by officers and committee chairmen of the A. A. I. B., and from the workshops near the close of the convention.

The convention will not be all work. A trip to Mount Hood is planned for one afternoon and evening, movies of the schools for one afternoon, and music and other entertainment will serve as a part of each general session.

A complete convention program will be run in the May issue of the *International Journal for the Education of the Blind.*

Those travelling to the convention by automobile will be able to save considerably on travel expense by taking advantage of the generous offers of the following named residential schools to provide overnight lodging (no meals) going to or coming from Vancouver: Nebraska, Idaho, Michigan, Missouri, South Dakota, Kentucky, Iowa, Ohio, Oklahoma, Kansas, and Western Pennsylvania. There will be others, without doubt, later. You should contact these schools as early as possible if you desire accommodations.

Joseph J, Kerr, Secretary-Treasurer
A. A. I. B.

Many houseparents are slow in coming to the realization that the forthcoming A.A.I.B. Convention in Vancouver next June 22 to 26 is for them, too. Special workshops and discussions will be held for their benefit. Mrs. Ada B. Church, chairman of the high school division of houseparents, requests that we urgently appeal to all houseparents to plan to attend the convention. She would deeply appreciate ideas and suggestions being

sent to her % the Kansas School for the Blind, Kansas City, Kansas. By some advance thought on the part of all, a better houseparents' section can be planned.

The University of Denver, in cooperation with the American Foundation for the Blind and the Denver public schools, will host a special institute and workshop program in the summer of 1958. Unfortunately, the institute, "The Blind Child in the Classroom," will run concurrently with the A.A.I.B. Convention in Vancouver. Its dates are June 23 through 26. Some educators may have wished to attend both meetings. Probably it could not have been helped.

The timing is somewhat better on the workshop, "Orientation and Mobility for Blind Children." Its dates are June 30 through July 17. A limited number of scholarships will be provided for both sessions by the American Foundation for the Blind. The courses will offer intensive study designed to provide teachers, parents, and administrators with basic techniques which help the blind child gain independence in daily living. Enrollment information and details may be obtained by writing to Dr. Harold K. Brasell, coordinator of clinical services, University of Denver, Denver, Colorado.

Plans for the International Council for Exceptional Children (I.C.E.C.) Convention, to be held in Kansas City, April 6-12, 1958, have been completed. The program is interesting and varied to suit the needs of all who work with exceptional children. Mr. E. L. Pavel, Manager, Convention and Visitors Bureau of the Chamber of Commerce, 1030 Baltimore, Kansas City 5, Missouri, will gladly furnish convention details upon request.

As the March issue of the *Journal* goes to press, we find ourselves looking forward to that which is forthcoming in May with the usual "butterflies" any editor must experience, wondering if the copy will be "right" or sufficient. We are just glad our magazine is not a weekly!

In the May issue, we hope you will read "To Put It Briefly" for comments and quotes on writing for a professional journal. There is ever a need for more skilled writers with an idea to express—and who knows how many in our field are harboring an excellent idea or project which, with a little encouragement and effort, might be projected to many others through the journalistic medium. Our comments in May could give some budding author the inducement needed to become a contributor to the *Journal*.

As a point of information, in the United States alone, there are nearly 1,500 *educational* journals (in addition to 1,900 foreign publications) according to *America's Education Press*, 1957. We were startled to learn that *The International Journal for the Education of the Blind* is in such adequate company. This is another indication of the growing interest in education in America today.

V. R. Carter, Editor
The International Journal for the Education of the Blind

The International Journal for

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1956-1958

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